

Information Fluency Rubric

	0	1 Benchmark	2	3	Capstone 4
Recognizes the need for information	The scope of research is undefined.	The scope of the research is minimally defined and issue/problem to be considered critically is unmanageable - i.e. scope is too broad or too narrow.	The scope of the research is partially/vaguely defined; issue/problem to be considered critically is somewhat manageable/ doable and the key concepts are not well articulated.	The scope of the research is defined; issue/problem to be considered critically is manageable/doable and the key concepts are articulated.	The scope of the research is well defined; issue/problem to be considered critically is potentially significant, and the key concepts are clearly articulated.
Incorporates information from multiple venues	No supporting materials.	Marginally uses supporting materials; information is limited and similar.	Partially uses supporting materials; information is limited and/or similar.	Adequately uses supporting materials; information is taken from multiple venues/types.	Comprehensively uses supporting materials; information is taken from multiple venues/types.
Utilizes relevant and appropriate information	No sources selected.	Types of information/sources selected do not relate to concepts or answers research question(s).	Types of information/sources selected partially relate to concepts or answers research question(s).	Types of information/sources selected relate to concepts or answers research question(s).	Types of information/sources selected directly relate to concepts or thoroughly answers research question(s).
Synthesizes obtained information or creates new information	No evidence listed.	Lists evidence but is not organized and does not recognize patterns, differences, or similarities related to research question or thesis.	Organizes evidence but is not effective in revealing patterns, differences, or similarities related to research question or thesis.	Organizes evidence to reveal important patterns, differences, or similarities related to research question or thesis.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to research question or thesis.
Presents/publishes information product to an audience using an appropriate platform	No conventions used and not within the context of the assigned task(s).	The work as a whole uses discipline-specific conventions inconsistently, minimally demonstrating the context, audience, and purpose of the assigned task(s).	The work as a whole uses discipline-specific conventions, partially demonstrating the context, audience, and purpose of the assigned task(s).	The work as a whole uses discipline-specific conventions consistently, demonstrating the context, audience, and purpose of the assigned task(s).	The work as a whole uses discipline-specific conventions skillfully, comprehensively demonstrating the context, audience, and purpose of the assigned task(s).

Information Fluency Rubric

Definition

Information fluency is the ability to critically think while engaging with, creating, and utilizing information and technology regardless of format or platform. Specifically, an information fluent individual is able to:

1. Recognize the need for information;
2. Formulate a plan to obtain the information including appropriate technologies to be used;
3. Discover, identify, and retrieve information from multiple venues and in multiple formats;
4. Evaluate and select relevant and credible information;
5. Synthesize obtained information or create new information using various technologies; and
6. Present or publish an information product to an audience using an appropriate platform.

Broad Overall Learning Outcomes

- Access information from multiple venues and in multiple formats in order to find and create relevant, credible information sources and products.
- Apply critical analysis to the entire information research and creation process in order to generate appropriate information products and use appropriate delivery platforms.
- Articulate the complexity of issues related to using information and technology in order to use, share, and create knowledge in an ethical and legal manner.
- Synthesize existing and new information in order to engage in and contribute to local, national, and global discourse.

Context of the Rubric

This rubric is designed to be used across multiple disciplines and for many different types of assignments. It should be acknowledged that interaction with and creation of information varies from discipline to discipline. However, information fluent individuals exhibit common practices when engaging with information and technology. These practices should be able to be applied in different situations and in a fluctuating information and technological environment one may encounter throughout life.